

4 month reporting date 5/2/07 received 4/6/07
8 month reporting date 9/2/07 received 10/01/07
CLOSED 10.17/07

Mobridge School District Improvement Plan/Progress Report Form

Principle 2: Free Appropriate Public Education

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Issues requiring immediate attention

ARSD 24:05:13:02 Free appropriate public education (FAPE)

FAPE includes special education and related which meet the following requirements: 1. Are provided at public expense, under public supervision and direction, and without charge; 2. Meet the standards of the state board in this article and the implementing regulations for Part B of the Individuals with Disabilities Education Act; 3. Include preschool, kindergarten, elementary school and secondary school education in South Dakota; and 4. Are provided in conformity with an individual educational program and the article.

Through a student file review, the monitoring team determined there is a student (#25) identified with a disability that is not being provided special education services in accordance with state requirements. The student was determined eligible for services in developmental delay in April 2006. An IEP was developed; however, all areas of developmental concern were not addressed. Through the file review and staff interview, it was determined that special education services in these areas are not being provided, nor did the parent decline the service.

The district must reconvene the student's IEP committee and complete documentation to provide FAPE to the student.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure all students who are eligible for special education services receive a free appropriate public education.

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<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels</p> <p>The district will ensure all students who are eligible for special education services receive a free appropriate public education.</p>			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will reconvene the student's IEP committee and complete the IEP and determine placement for special education or special education and related services.</p> <p>What data will be given to SEP to verify this objective? The district will submit a copy of the student's IEP, which will document the outcome of the meeting.</p>	<p>As soon as possible and no later than April 8, 2007</p>	<p>Special Education Staff, Director and Principals</p>	<p>(completed by SEP)</p> <p>MET 5/07</p>
<p>Please explain the data (4 month) A copy of the IEP is submitted. The IEP committee determined placement for special education in the preschool classroom provide student with goals that address his developmental needs.</p>			
<p>Please explain the data (8 month) Met 5-07</p>			
<p>Please explain the data (12 month)</p>			

Principle 3 – Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04:02. Determination of needed evaluation data

As part of an evaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data determine whether the child has a disability, and determine whether the child needs special education and related services, as appropriate, shall: review existing evaluation data on the child, including evaluations and information provided by the parents of the child; current classroom-based assessments and observations; and observations by teachers and related services providers.

ARSD 24:05:25:06 Reevaluations

Each school district shall conduct a reevaluation of each child with a disability in accordance with this chapter if the district determines that the educational or related service needs, including improved academic achievement and functional performance of the child, warrant a reevaluation, or if the child's parents or teacher requests a reevaluation. A reevaluation conducted for these purposes may not occur more frequently than once a year, unless the parent and district agree, but shall occur at least once every three years, unless the parent and the district agree that a reevaluation is unnecessary.

The review team validated the district's findings that more involvement is needed from the IEP team as to the data needed to determine eligibility. In student file reviews, evaluation was not consistently found to support the IEPs present level of performance and goals. In addition, student file reviews indicated that three-year reevaluation timelines were not consistently met.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure the determination of needed evaluation data is made by the IEP team and that three-year reevaluation timelines are consistently met for all students.

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<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels</p> <p>Determination of needed evaluation data for students will be made by the IEP team and three-year reevaluation timelines will be consistently met for all students.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>
<p>1.What will the district do to improve? <i>The district will develop procedure and a form that is used to document the IEP committee's input into the determination of evaluation data for all students. The procedures will be review with district staff.</i></p> <p>What data will be given to SEP to verify this objective? <i>The district will submit a copy of the form to SEP along with how the procedures were reviewed with staff.</i></p>	<p>April 8, 2007</p>	<p>Special Education Staff, Director and Principals</p>	<p>(completed by SEP) MET 5/07</p>
<p>Please explain the data (4 month) Document attached- the district will use this form to document parent/IEP committee input regarding evaluations needed for re-evaluations. The district uses the parent/teacher referral and the TAT records to determine what evaluations are needed. The procedures were discussed at sped staff meeting Dec. 15th 2006.</p>			
<p>Please explain the data (8 month) Met 5-07</p>			
<p>Please explain the data (12 month)</p>			

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<p>2. What will the district do to improve? The district will develop a form to track reevaluations.</p> <p>What data will be given to SEP to verify this objective? The district will submit a copy of the form to SEP. In addition, the special education director will report to SEP the total number reevaluations completed during the past quarter and of that number how many met the 3 year reevaluation timeline.</p>	<p>April 8, 2007</p>	<p>Special Education Staff, Director and Principals</p>	<p>NOT MET 5/07</p> <p>MET 10/07</p>
<p>Please explain the data (4 month) The district has implemented an excel spreadsheet, Special Education teachers and speech therapists have access to this program to record evaluation/reevaluation dates with the capability to sort by due dates of the IEP's and re-evaluation dates. Copy of spreadsheet is attached.</p>			
<p>Please explain the data (8 month) 8 re-evals files checked and have been completed since the beginning of school and have met the 3 year re-evaluation timeline.</p>			
<p>Please explain the data (12 month)</p>			

<p>Principle 4: Procedural Safeguard</p>

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Needs Intervention

Issues requiring immediate attention

ARSD 24:05:30:04. Prior notice and parent consent

Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services.

In two student files, parental consent was not obtained for placement of a child in a program providing special education or special education and related services.

The district must obtain initial parent consent for placement.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that informed parental consent is obtained before initial placement of a child in a program providing special education or special education and related services.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

Prior to initial placement for special education or special education and related services the district will have informed parental consent documented for all students.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective
was Completed**

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<p>1.What will the district do to improve? The district will obtain initial informed parent consent for the two students noted above.</p> <p>What data will be given to SEP to verify this objective? The district will submit the dates consent was obtain.</p>	<p>As soon as possible and no later than April 8, 2007</p>	<p>Special Education Staff and Director and Principals</p>	<p>(completed by SEP)</p> <p>NOT MET 5/07</p> <p>MET 10/07</p>
<p>Please explain the data (4 month)</p> <p>Consent for these two students was acquired on 11/29/06 and 11/30/06. Copies of parent consent for placement attached.</p>			
<p>Please explain the data (8 month)</p> <p>Copies were sent with 5/07 report. Since 5/7 the district has had 3 initial referrals and consent for placement was signed on the day the eligibility meeting was held.</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve? In addition, the director will spot check two initial student file placed for special education services to verify that initial parental consent was obtain.</p> <p>What data will be given to SEP to verify this objective? The total number of special education teachers will be submitted to SEP and number of files reviewed for initial parental consent and of that number how many had informed parental consent documented.</p>	<p>April 8, 2007</p>	<p>Special Education Staff, Director and Principals</p>	<p>MET 5/07</p>

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Please explain the data (4 month)

The district has 5 special education teachers and 2 speech therapist. Sp Education Director checked 7 initial preschool files and 2 initial preschool speech files. All files contained the informed parental consent verified by parent signatures on the multi-disciplinary team report. Files checked- preschool 7 of 7 initial files contained parental consent; elementary teacher 1 of 1 initial file reviewed contained parental consent; elementary teacher 2 of 2 initial files reviewed with parental consent; middle school 1 of 1 initial file contained parental consent; high school 2 of 2 initial files reviewed contained parental consent

Please explain the data (8 month)

Met 5-07

Please explain the data (12 month)

Principle 5 – Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

300.306 Determination of Eligibility

(a) General. Upon completion of the administration of assessment and other evaluation measures - (1) A group of qualified professionals and parents of the child determine whether the child is a child with a disability, as defined in regulation and the educational needs of the child and (2) The district provides a copy of the evaluation report and the documentation of the determination of eligibility at no cost to the parent.

In three student file reviews, no documentation for eligibility was found. The students were preschool age. Staff interviews indicated documentation was not consistently completed for preschool children.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure determination of eligibility is documented. .

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<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>The district will ensure determination of eligibility is documented for all students upon completion of the administration of assessment and other evaluation measures.</p>			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will review determination for eligibility policy and procedures with staff that provide special education service to children 3-5.</p> <p>What data will be given to SEP to verify this objective? The special education director will review all files that are initial placements since the onsite review for 3-5 year olds (including speech) the number of files reviewed along with the number of files that have determination for eligibility documented will be submitted to SEP.</p>	<p>April 8, 2007</p>	<p>Special Education Staff, Director and Principals</p>	<p>(completed by SEP)</p> <p>MET 5/07</p>
<p>Please explain the data (4 month)</p> <p>Since our onsite review 5 students have been placed in the preschool program. The SpEd director reviewed each of the 5 files and each file contained the determination for eligibility document signed by parent/parents and teacher, also signed by the certified pre-school consultant.</p>			
<p>Please explain the data (8 month)</p> <p>Met 5-07</p>			
<p>Please explain the data (12 month)</p>			

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Principle 5 – Individualized Education Program			
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:27:01.01 Team membership</u> The district shall ensure the IEP team for each student includes parents, administrator, special education, regular education and other individuals who have knowledge or special expertise regarding the student.</p> <p>Preschool IEP meetings conducted this school year did not have a certified early childhood special education teacher in attendance to sign the IEP. Although the district has a teacher with an authority to act in this position, they are not authorized to sign the IEP.</p>			
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that required members of the IEP team are present at the meeting.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>All students who are in need of special education services will have all required members at their IEP meetings.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>

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1. What will the district do to improve? The district will complete a written plan of action to ensure a certified early childhood special education teacher is in attendance of preschool IEP meetings to sign the IEP.	As soon as possible and no later than April 8, 2007	Special Education Staff and Director	(completed by SEP) MET 5/07
What data will be given to SEP to verify this objective? A copy of the plan will be submitted to SEP Please explain the data (4 month) A copy of the Consultant Service Agreement with Joanne Liedtke, a highly qualified teacher, is attached. She is given copies of all evaluation reports and attends all of the meetings for preschool students.			
Please explain the data (8 month) Met 5-07			
Please explain the data (12 month)			

Principle 5 – Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of individualized education program (IEP)

Each student's individualized education program shall include:

- (1) A statement of the student's present levels of educational performance, including;
 - a. How the student's disability affects the student's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students); or
 - b. For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities.
- (2) A statement of measurable annual goals, including (if needed) benchmarks or short-term objectives, related to:
 - a. Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and
 - b. Meeting each of the student's other educational needs that result from the student's disability.

In student file reviews, present levels of performance (PLOP) did not consistently contain the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths and needs, along with how the disability affects the student's involvement in the general curriculum and parent input). File reviews and staff interviews indicated a need to improve functional assessments to acquire the skill-based information to develop present levels of performance for students eligible for special education services.

The annual goals need to be measurable and reasonable to attain in one year. In student file reviews, the annual goals were not written in a manner that would be measurable. The following is an example: "Increase auditory processing skills with enrollment in the Fast Forward computer program."

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that student's IEP (present levels of performances) and goals contain required content.

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<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>Student's IEP (present levels of performance) will address specific skill area(s) affected by the student's disability, to include strengths, needs or their involvement in the general curriculum and parental input. And, All students' annual goals will be measurable and reasonable to attain in one year.</p>			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? <i>All IEP's will have the required content in the "Present Levels of Performance". Each special education teacher and or therapist will develop a PLOP for each skill area they address on an IEP. It will state the specific skill affected by the student's disability, it will include the student's strength(s) and needs in the specific skill, and how the disability affects the student's involvement and progress in the general curriculum or for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities. It will also include input from the parent. Annual goals will be measurable and reasonable to obtain in one year.</i></p> <p>What data will be given to SEP to verify this objective? <i>The district special education director will spot check two student IEPs from each special education teacher for PLOP and annual goal content requirements. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</i></p>	<p>April 8, 2007</p>	<p>Special Education Staff and Director</p>	<p>(completed by SEP)</p> <p>NOT MET 5/07</p> <p>MET 10/07</p>

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Please explain the data (4 month)

The district has 5 Resource Room teacher and 2 speech therapists. Of 10 "speech only" files reviewed by director 4 PLOP's did not contain the necessary information regarding how the disability affects the student's participation in appropriate activities. 12 files from Resource Room teachers were reviewed and 10 –the 12 files contained all the required information.

Please explain the data (8 month)

3 speech files --PLOP's were reviewed and addressed information how the disability affect the student's participation in the gen ed classroom. 3 middle school IEP's and 1 high school IEP had the necessary information as to how the disability affects the students participation in the gen ed classroom.

Please explain the data (12 month)

Principle 5 – Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.02 Development, review and revision of the IEP- Consideration of Special Factors

In developing, reviewing, and revising each student's IEP, the team shall consider the strengths of the students and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the students as appropriate, and the results of the student's performance on any general state or district-wide assessment program. The individualized education program team also shall: (1) In the case of a student whose behavior impedes his or here learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports, to address that behavior.

In two student files reviewed, behavioral assessment and/or present levels of performance contained information regarding the impact of student behavior on educational performance. However, in developing the IEPs for these students, the team checked "no," that the behavior does not impede learning and did not address strategies, including positive behavioral interventions and supports, to address the behaviors.

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>When a student's behavior impacts his/her educational performance the district will ensure a behavior intervention plan is written which addresses strategies, including positive behavioral interventions and supports to address the behaviors.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>All students who whose behavior impacts his/her educational performance will have a behavior intervention plan written which addresses strategies, including positive behavioral interventions and supports to address the behaviors.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>
<p>1. What will the district do to improve? <i>When a student's behavior impacts his/her educational performance the district will write a behavior intervention plan, which addresses strategies, including positive behavioral interventions and supports to address the behaviors.</i></p> <p>What data will be given to SEP to verify this objective? <i>All student IEPs with behavior concerns will be checked by the special education director. The total number of IEPs reviewed and the number of IEPs with behavior concerns that were addressed appropriately under the Consideration of Special Factor section will be submitted to the SEP.</i></p>	<p>April 8, 2007</p>	<p>Special Education Staff and Director</p>	<p>(completed by SEP)</p> <p>NOT MET 5/07</p> <p>MET 10/07</p>

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Please explain the data (4 month) 5 of 5 student files on BIP's checked by the director. All files contained the BIP in the IEP document however 1 of the IPE's Special Factors page regarding the student's behavior impeding her learning- the "no" box was checked.

Please explain the data (8 month)

4 of 4 files reviewed –students whose behavior impedes their learning – IEP documentation was correct. BIP's included in IEP and consideration of special factors student's behavior impeded learning documented appropriately.

Please explain the data (12 month)

Principle 5 – Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD: 24:05:27:01.03 Content of individualized education program.

ARSD 24:05:28:02 Continuum of alternative Placements

The IEP must address the justification for placement. This statement must include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the general classroom and in extracurricular and non-academic activities.

In student file reviews (particularly speech/language and middle school files), IEPs did not provide an explanation of the extent, if any, to which the child would not participate with non-disabled children in the general classroom. For example, "student is able to participate in all regular classrooms and is successful with modifications that are tested; he/she receives resource room assistance for reading of test/assessments."

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures all IEP contain the required content.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>All students who are in need of special education services will have a description of the special education service documented on their IEP.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>
<p>1. What will the district do to improve? Technical Assistance will be provide to special education staff on how to document on IEPs a description of the child's special education service(s).</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</p>	<p>April 8, 2007</p>	<p>Special Education Staff and Director</p>	<p>(completed by SEP)</p> <p>MET 5/07</p>
<p>Please explain the data (4 month)</p> <p>A technical assistance guide was provided to the district by Rita Pettigrew and each of the district sped teachers and speech therapists were given a copy of the guide at the SpEd staff meeting on Dec. 15th, 2006</p>			
<p>Please explain the data (8 month)</p> <p>5-07</p>			
<p>Please explain the data (12 month)</p>			

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Principle 5 – Individualized Education Program			
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:25:26 Extended school year</u> Administrative rules state the district will provide extended school year (ESY) services to eligible children if the IEP team determines on an individual basis that such services are necessary for the provision of a free appropriate public education. When services are appropriate, an IEP team needs to specify goals and objectives to be addressed, determine the length of the school day, duration, determine the type(s) of service, state the amount of service needed and obtain parental consent.</p> <p>In five files reviewed, the IEP indicated extended school year was needed; however, what goal(s) was to be worked on, type of service(s), beginning date, ending date, and the amount of service(s) and/or parent consent was wholly or partially not documented.</p>			
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures the IEP contains all required content.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>All students who are in need of special education services will have ESY documented on their IEP.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>

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<p>1. What will the district do to improve? Technical Assistance will be provided to special education staff on ESY procedures.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</p>	<p>April, 8 2007</p>	<p>Special Education Staff and Director</p>	<p>(completed by SEP)</p> <p>MET 5/07</p>
<p>Please explain the data (4 month) The technical assistance guide taken from the State Web site regarding ESY was given to each of the sped staff members at the Feb. 13th staff meeting along with training and discussion on how to document information on the IEP</p>			
<p>Please explain the data (8 month) Met 5-07</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve? When a student's. When ESY service is appropriate, the EP team will specify goals and objectives to be addressed, determine the length of the school day, duration, determine the type(s) of service, state the amount of service needed and obtain parental consent.</p> <p>What data will be given to SEP to verify this objective? All student IEPs in need of ESY service will be checked by the special education director. The total number of IEPs reviewed and the number of IEPs with ESY services addressed correctly will be submitted to the SEP.</p>	<p>April 8, 2007</p>	<p>Special Education Staff and Director</p>	<p>NOT MET 5/07</p> <p>MET 10/07</p>

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Please explain the data (4 month)

Of 20 IEP's reviewed and checked for the ESY services, 6 of the IEP's had all of the services addressed correctly, 2 IEP's reviewed, types of services were listed but not the amount of time. 12 of the IEP's reviewed were "to be determined.."

Please explain the data (8 month)

8 files reviewed—3 middle School files- not needed ; 1 High School file- not needed; 1 3rd grade file needed with types of services listed ; 3 speech files –to be determined by 5-15-08.

Please explain the data (12 month)

Principle 5 – Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:12 Graduation requirements

Completion of an approved secondary special education program with a regular school diploma signifies that the student no longer requires special education services. The instructional program shall be specified on the IEP. The IEP shall state specifically how the student in need of special education or special education and related services will satisfy the district's graduation requirements. Parents must be informed through the IEP process at least one year in advance of the intent to graduate their child upon completion of the IEP and to terminate services by graduation.

In student file reviews for students who plan to graduate in May 2007, only one IEP stated specifically how the student in need of special education or special education and related services will satisfy the district's graduation requirements.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure parents are informed through the IEP process at least one year in advance of the intent to graduate their child upon completion of the IEP and to terminate services by graduation.

4 month reporting date 5/2/07 received 4/6/07
 8 month reporting date 9/2/07 received 10/01/07
 CLOSED 10.17/07

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. All students in need of a graduation plan will have it addressed on their IEP.			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? Technique Assistance will be provide to high school special education staff and administrator(s) on what the requirements are for graduation for students receiving special education service(s). What data will be given to SEP to verify this objective? The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.	April 8, 2007	Special Education Staff and Director	(completed by SEP) MET 5/07
Please explain the data (4 month) High School special education teacher has received instruction from Cindy Kirshmann regarding the transition evaluations. Also, she has received a copy of the Technical Assistance Guide for Transition in the IEP.			
Please explain the data (8 month) Met 5-07			
Please explain the data (12 month)			

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<p>2. What will the district do to improve? All IEPs completed since the onsite review that plan to graduate in May 2007 or May 2008 will be review by the special education director for specific requirements on how the student in need of special education or special education and related services will satisfy the district's graduation requirements.</p> <p>What data will be given to SEP to verify this objective? All IEPs completed since the onsite review that plan to graduate in May 2007 or May 2008 will be checked by the special education director. The total number of IEPs reviewed and the number of IEPs with graduation requirements addressed appropriately will be submitted to the SEP.</p>			<p>MET 5/07</p>
<p>Please explain the data (4 month) 2 students will graduate 2007. One will graduate with a regular diploma and one will continue. 2 of 2 files were reviewed. Files contain all the graduation requirements to graduate with a regular diploma. Transition requirements are addressed in the student transition plans. Indicator #14 for the student graduating will be submitted at the end of the school year.</p>			
<p>Please explain the data (8 month) Met 5-07</p>			
<p>Please explain the data (12 month)</p>			